



YPQA: Introduction to the Youth Program Quality Assessment

Presented by:

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Program Quality**



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A joint venture between the Forum and High/Scope.

As a result of this workshop, participants will:

WORKSHOP GOALS

- Become familiar with the “quality construct” that the PQA represents
- Be introduced to the Assess-Plan-Improve cycle that encompasses the Youth Program Quality Intervention process
- Explore the year one pilot results of the Youth Program Quality Intervention with a cadre of 21CCLC Programs in Arizona

The Weikart Center empowers education and human service leaders to adapt, implement, and scale best in class, research validated, quality improvement systems to advance child and youth development.



What is the



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Based in Ypsilanti, MI



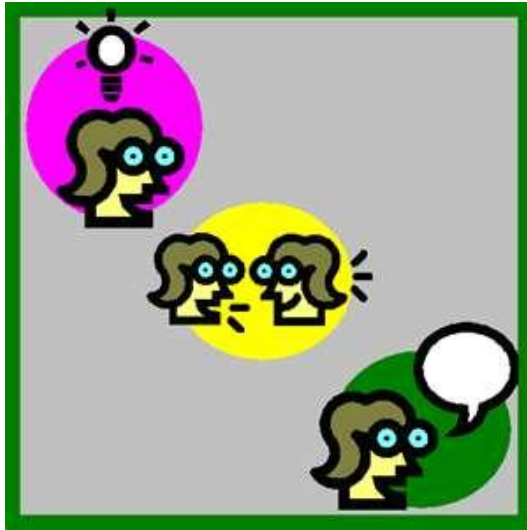
- Legacy relationship with High/Scope
- Work rooted in the High/Scope Participatory Learning Approach
- Youth PQA grew out of 40 years running summer camp for teens: Institute For IDEAS

the
forum

FOR YOUTH INVESTMENT

- Action Tank located in Washington DC
- Youth development policy and organizing
- Ready By 21 Initiative
- Weikert Center is a division of the Forum for Youth Investment

Elements of Quality



THINK

PAIR

SHARE

**In the next 3 minutes, share with a person near you
key features that you think are important in an
quality afterschool program experience?**

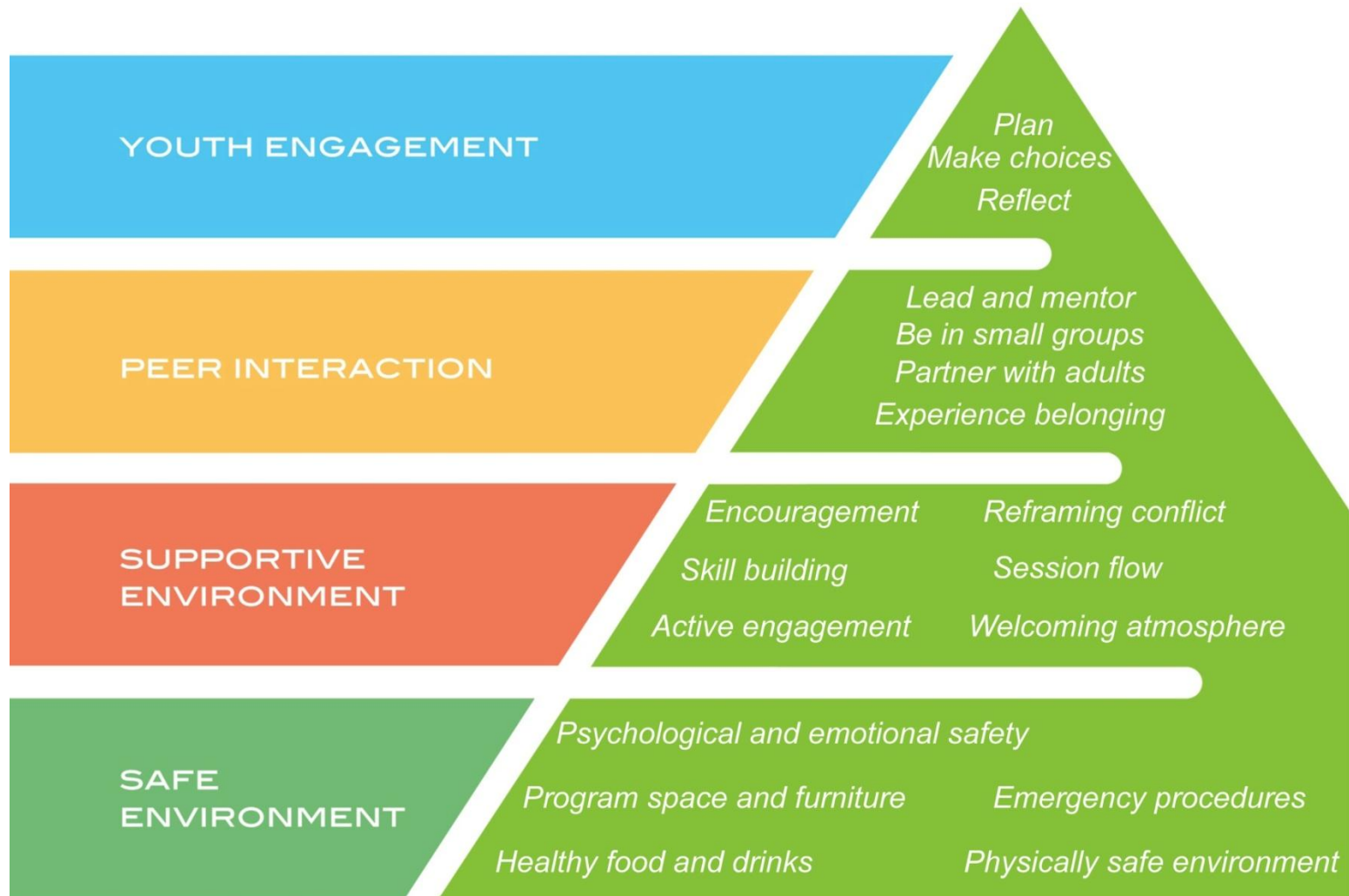
Researchers Agree on What It Takes to Support Development

The National Research Council & Institute for Medicine list the following key features of positive youth development settings:

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill-building
- Integration of family, school and community efforts

- Community Programs to Promote Youth Development, 2002

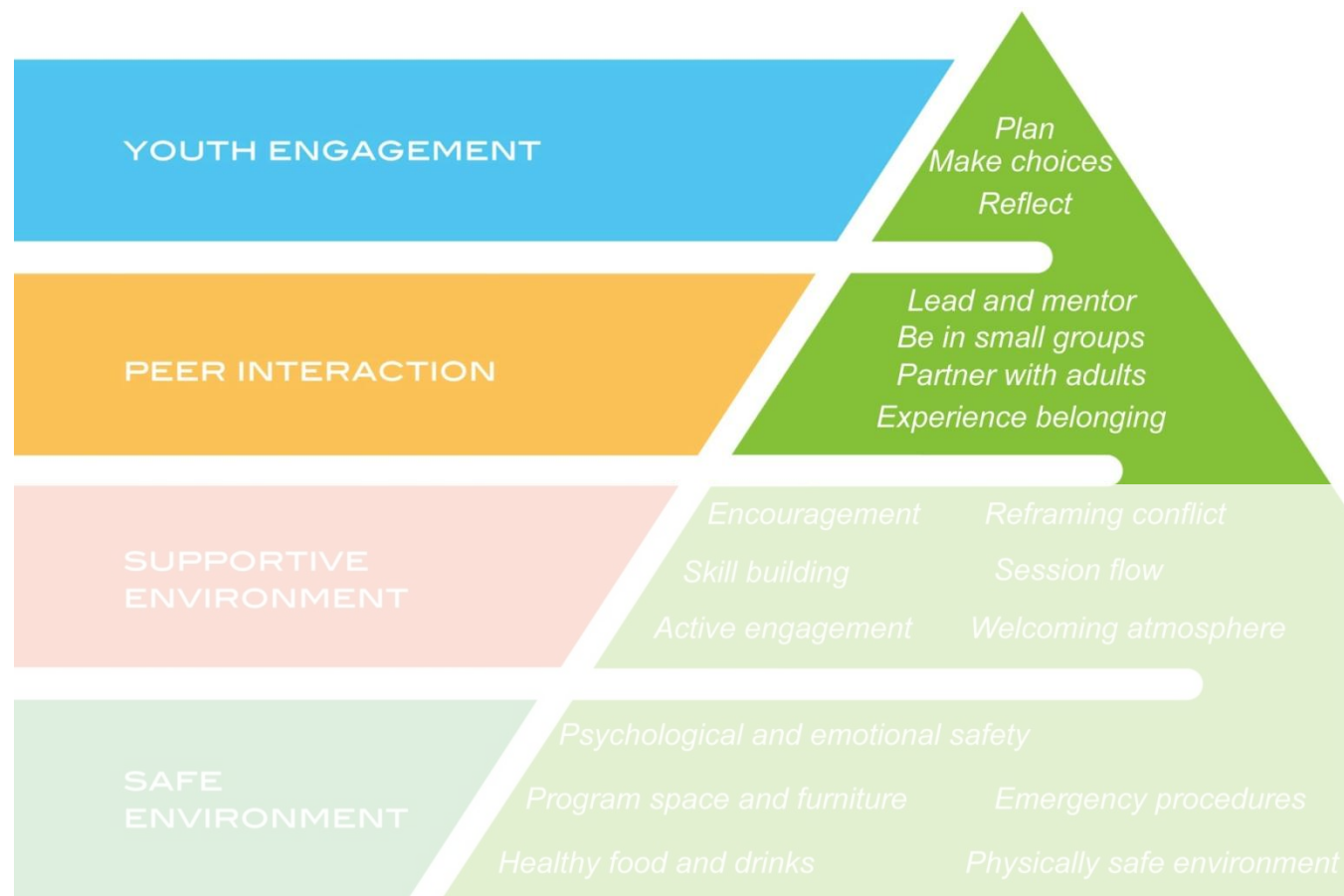
Quality Construct: The Pyramid of Program Quality



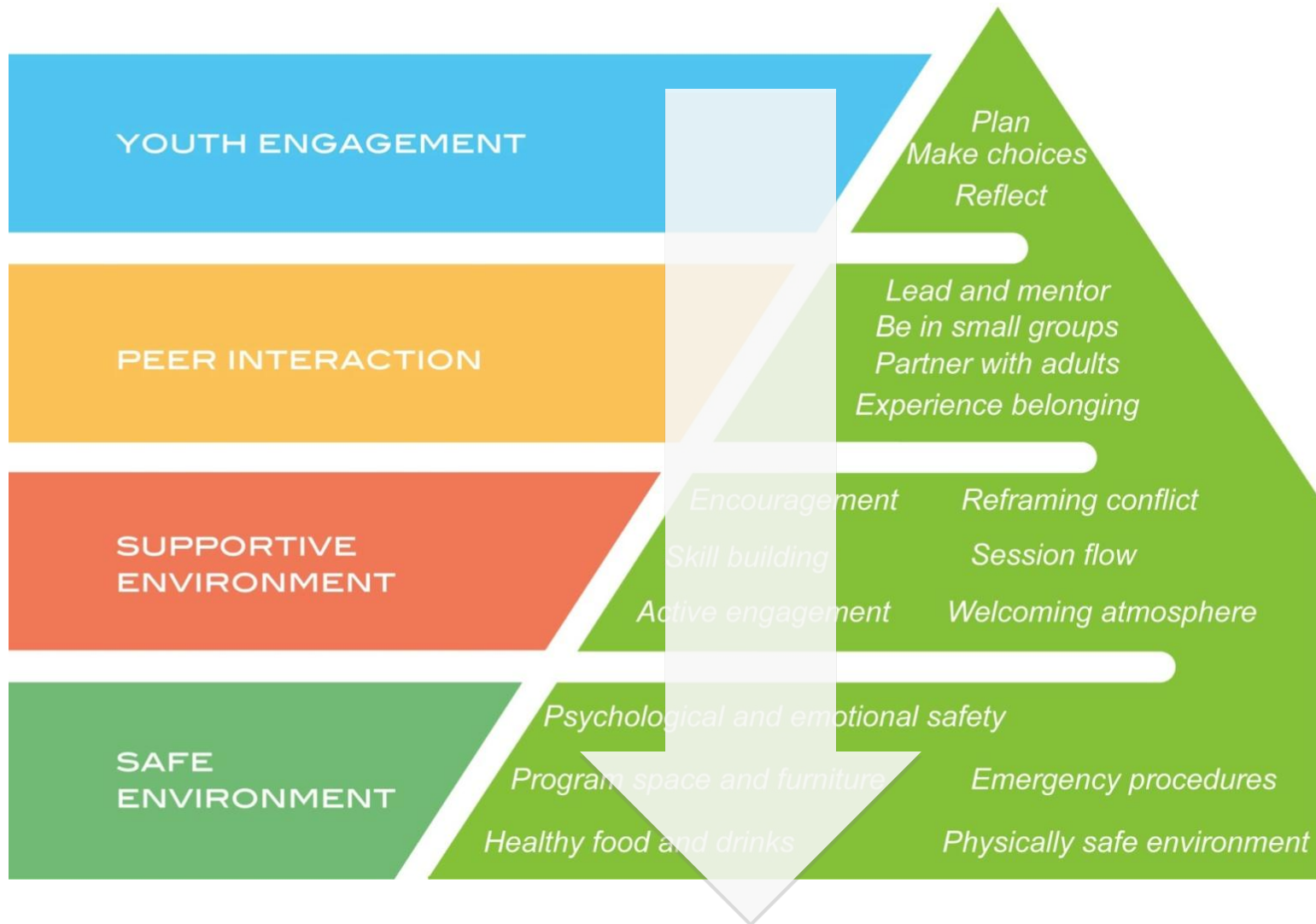
Higher scores at higher domains are associated with higher levels of youth engagement

■ Youth self-reports of:

- **Belonging**
- **Interest**
- **Challenge**
- **Learning**



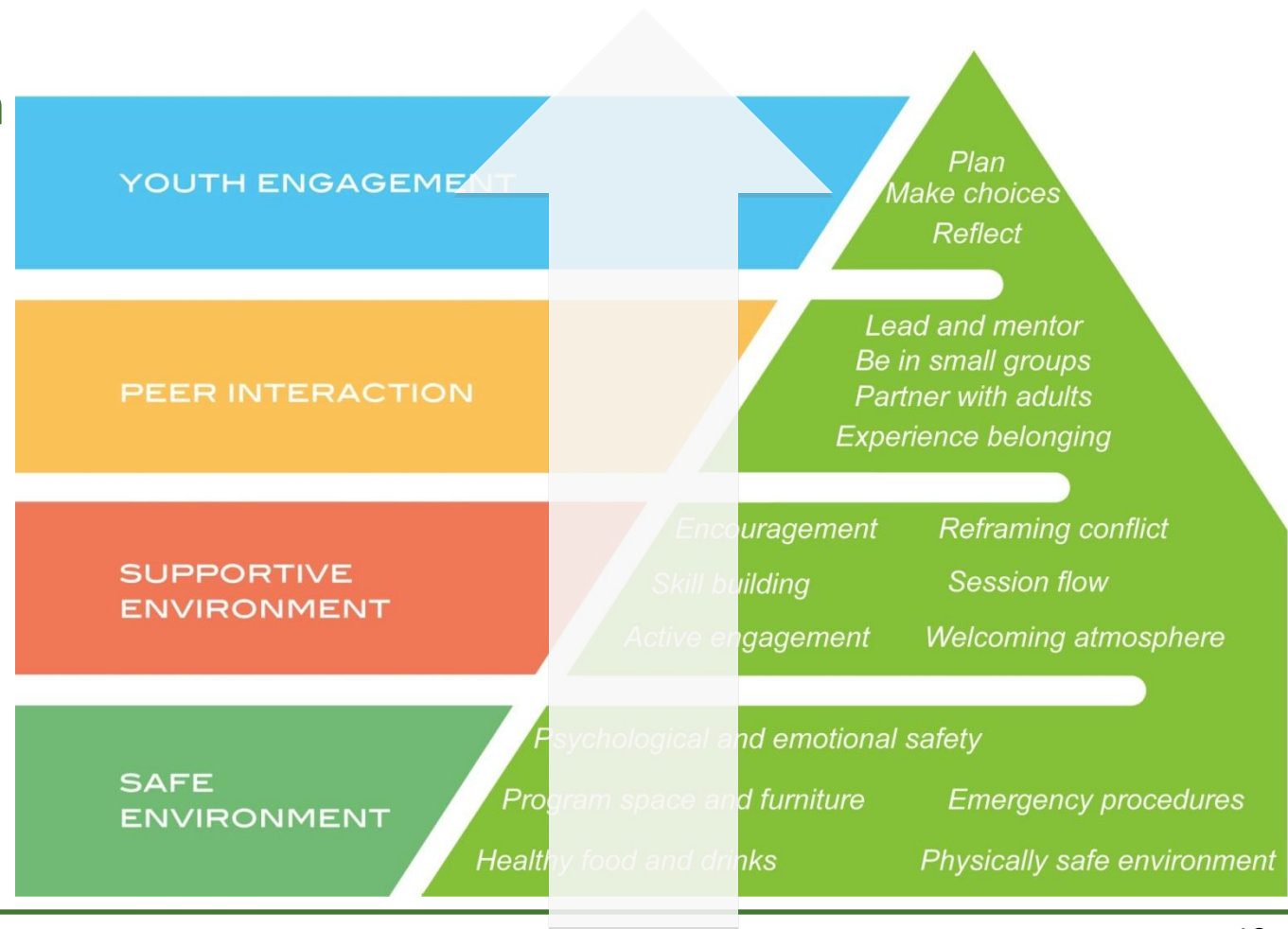
Lower scores are associated with youth disinterest



High quality instruction provides youth with opportunities to practice emerging social and emotional skills...

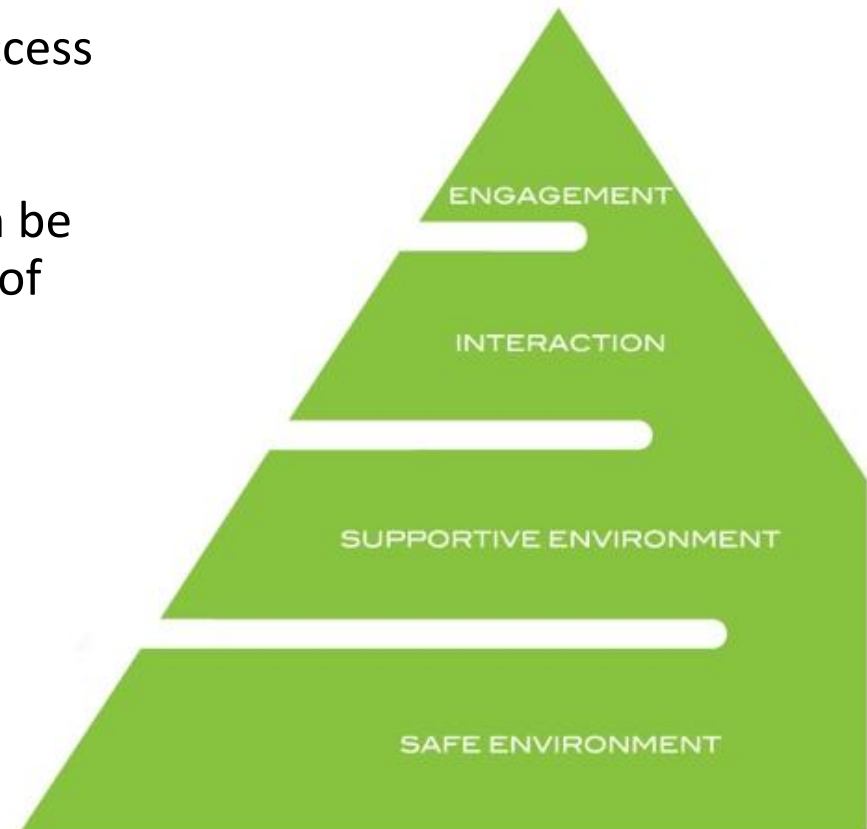
- **Efficacy**
- **Communication**
- **Empathy**
- **Problem Solving**

...that supports success in adolescence and early adulthood



Quality Construct: What is the PQA?

1. A **validated** instrument designed to assess the quality of youth programs and identify staff training needs.
2. A set of items that measures youth access to **key developmental experiences**.
3. A tool which produces scores that can be used for comparison and assessment of **progress over time**.





Form A - Program Offerings
Youth- Grades 4-12



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Form A - Program Offerings
Children- Grades K-6




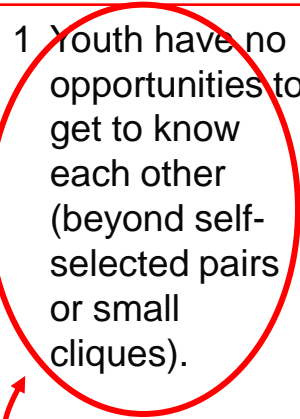


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Youth PQA Sample Item “Form”

III. Interaction “Domain”

III-L. Youth have opportunities to develop a sense of belonging. “scale”

*Note: **Structured** refers to the quality of being intentional, planned, and/or named; it does not refer to informal conversation.*

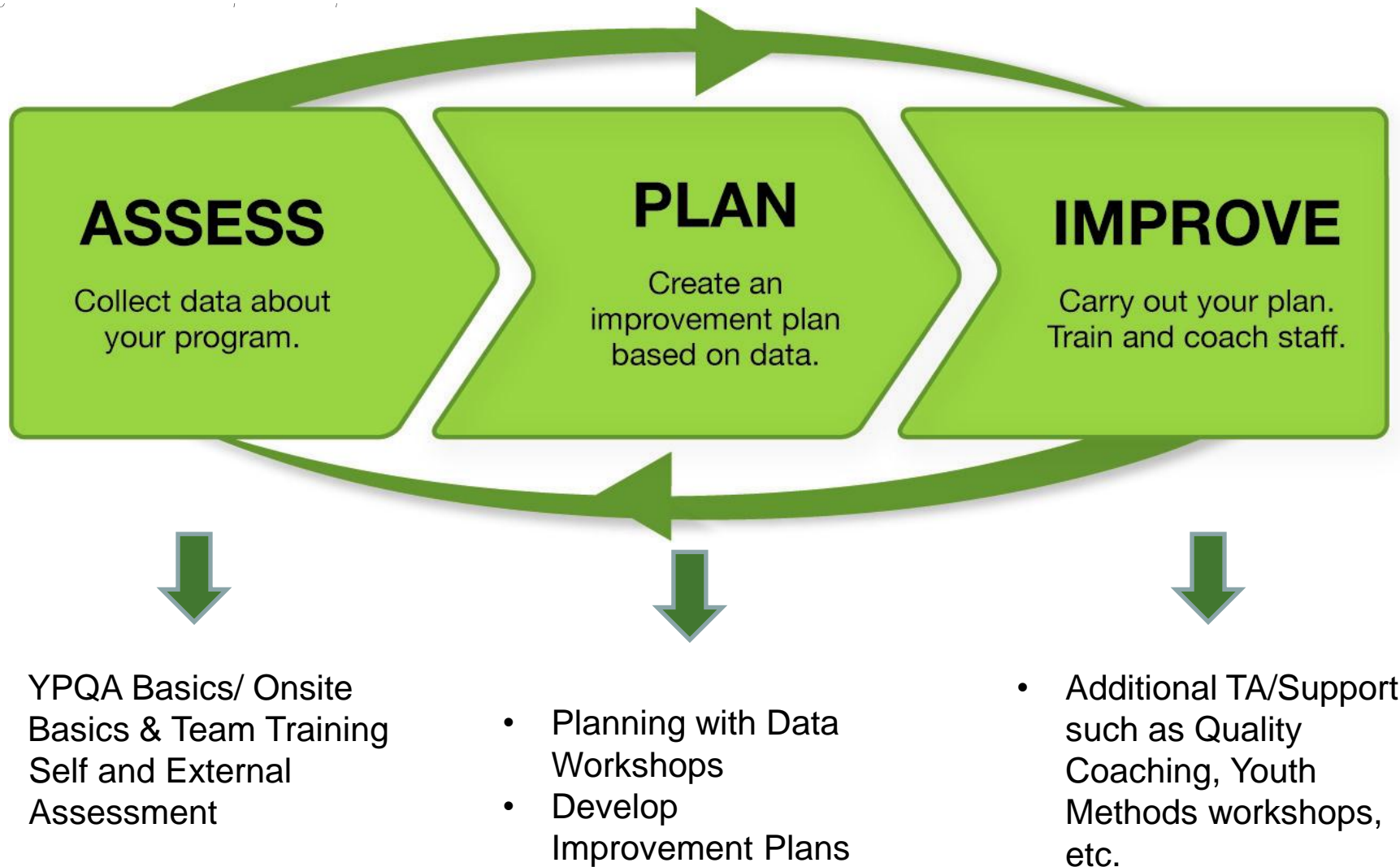
Items	Supporting Evidence
<div><div><div>1 Youth have no opportunities to get to know each other (beyond self-selected pairs or small cliques).</div><div>3 Youth have informal opportunities to get to know each other (e.g., youth engage in informal conversations before, during, or after session.</div><div>5 Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities)</div></div><div>“level/ indicator/ descriptor”</div></div>	<div><div><input data-bbox="1323 539 1387 614" type="checkbox"/></div><div>The staff started the session by facilitating 2 icebreakers (all of my neighbors and 2 truths and a lie)</div><div>“anecdotal evidence”</div></div> <div>“item”</div>

The Youth PQA consists of:

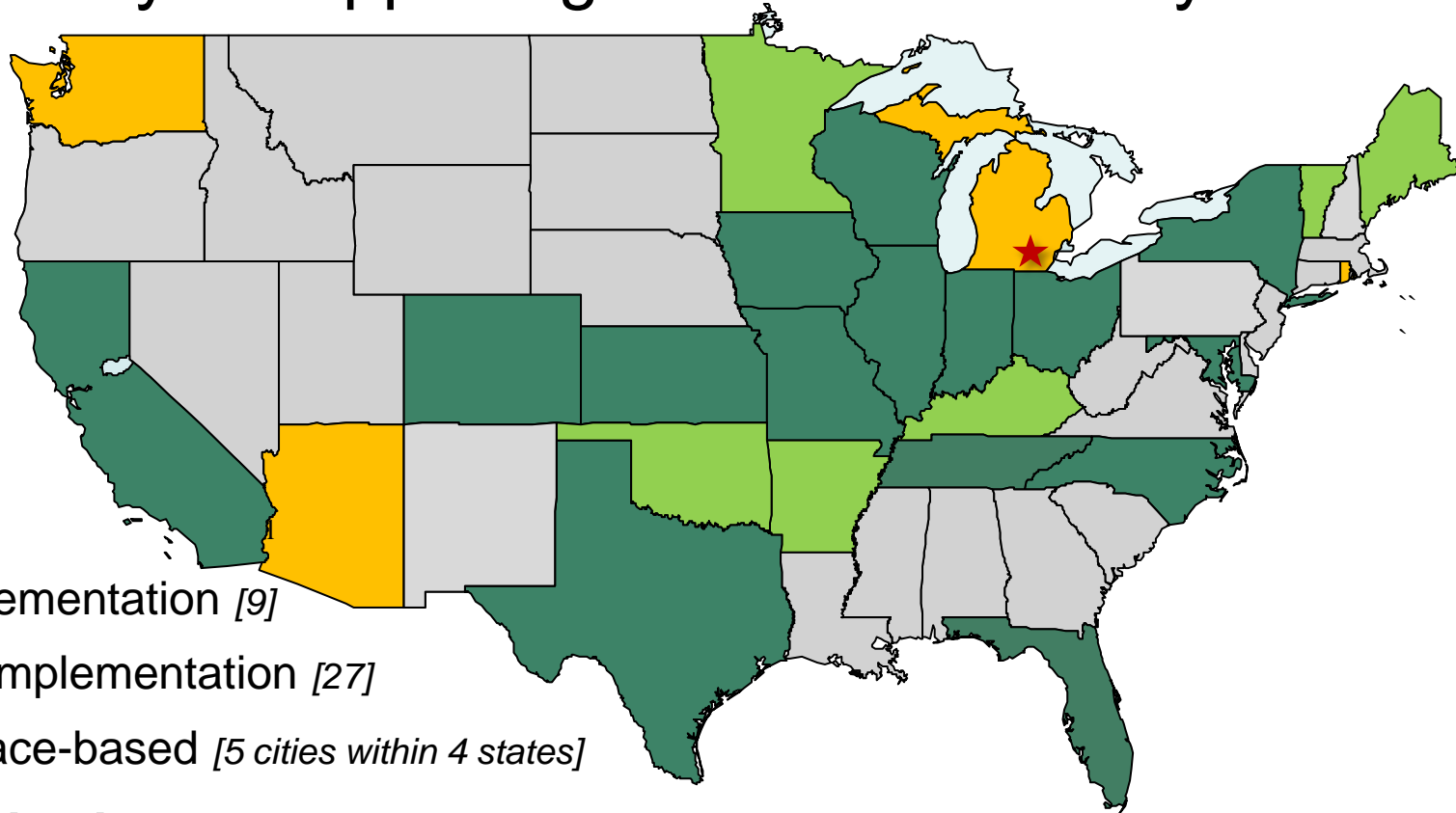
2 forms (A & B); **7** domains (4 in A, 3 in B)

30 scales (18 in A, 12 in B); **103** items (60 in A, 43 in B)

Youth Program Quality Intervention (YPQI)



National: Efforts to assess and improve youth program quality is happening across the country...



full-state implementation [9]

place-based implementation [27]

full-state + place-based [5 cities within 4 states]

National Organizations:



Important Concepts:

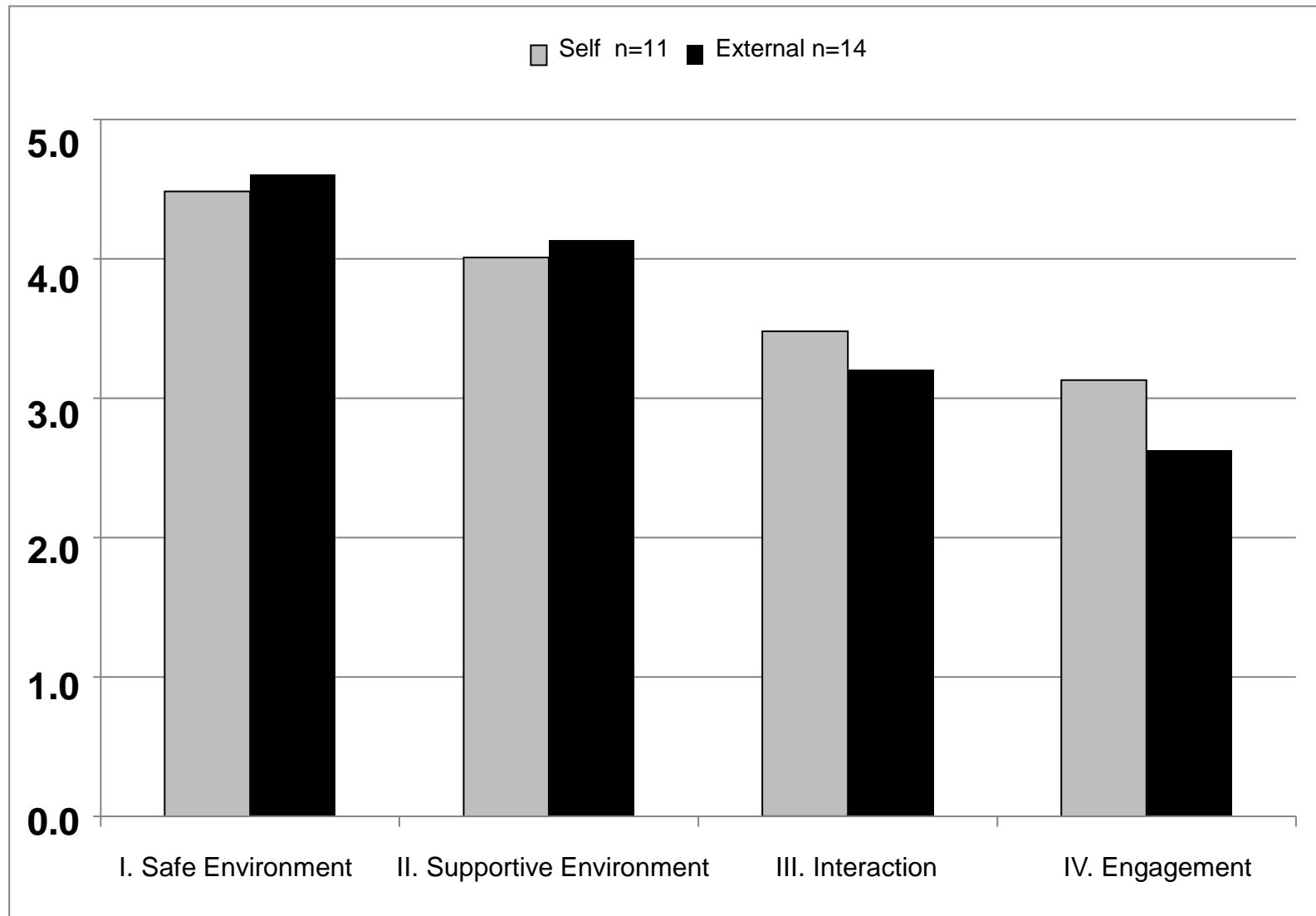
Low Stakes Accountability Policy



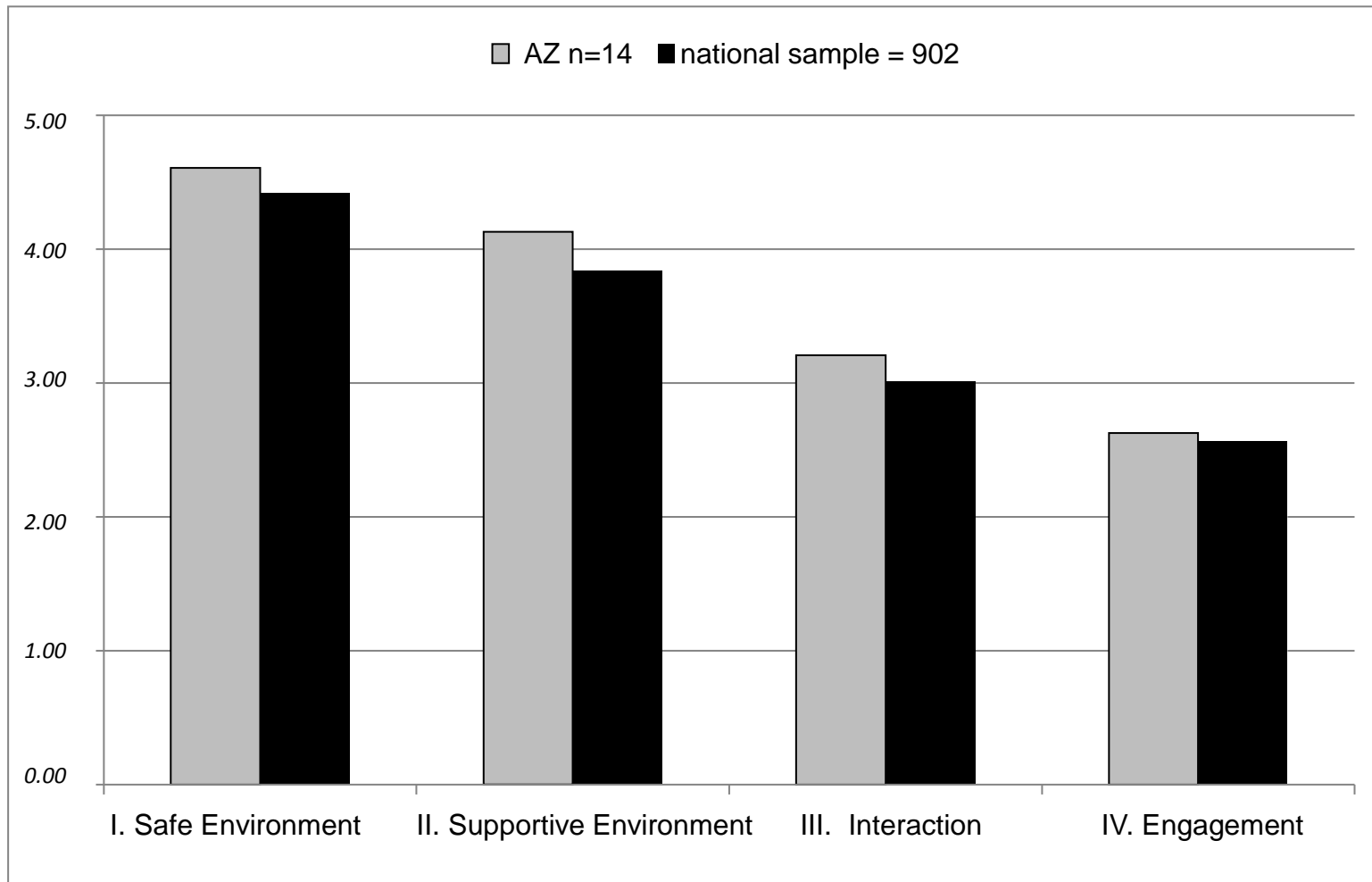
Arizona YPQI Pilot - Year One in Review

- Intervention Time Frame - November 2010 – June 2011
- 14 programs received full intensity of YPQI elements
- As a result new programs will have an opportunity to be engaged in this intervention during the 11/12 school year

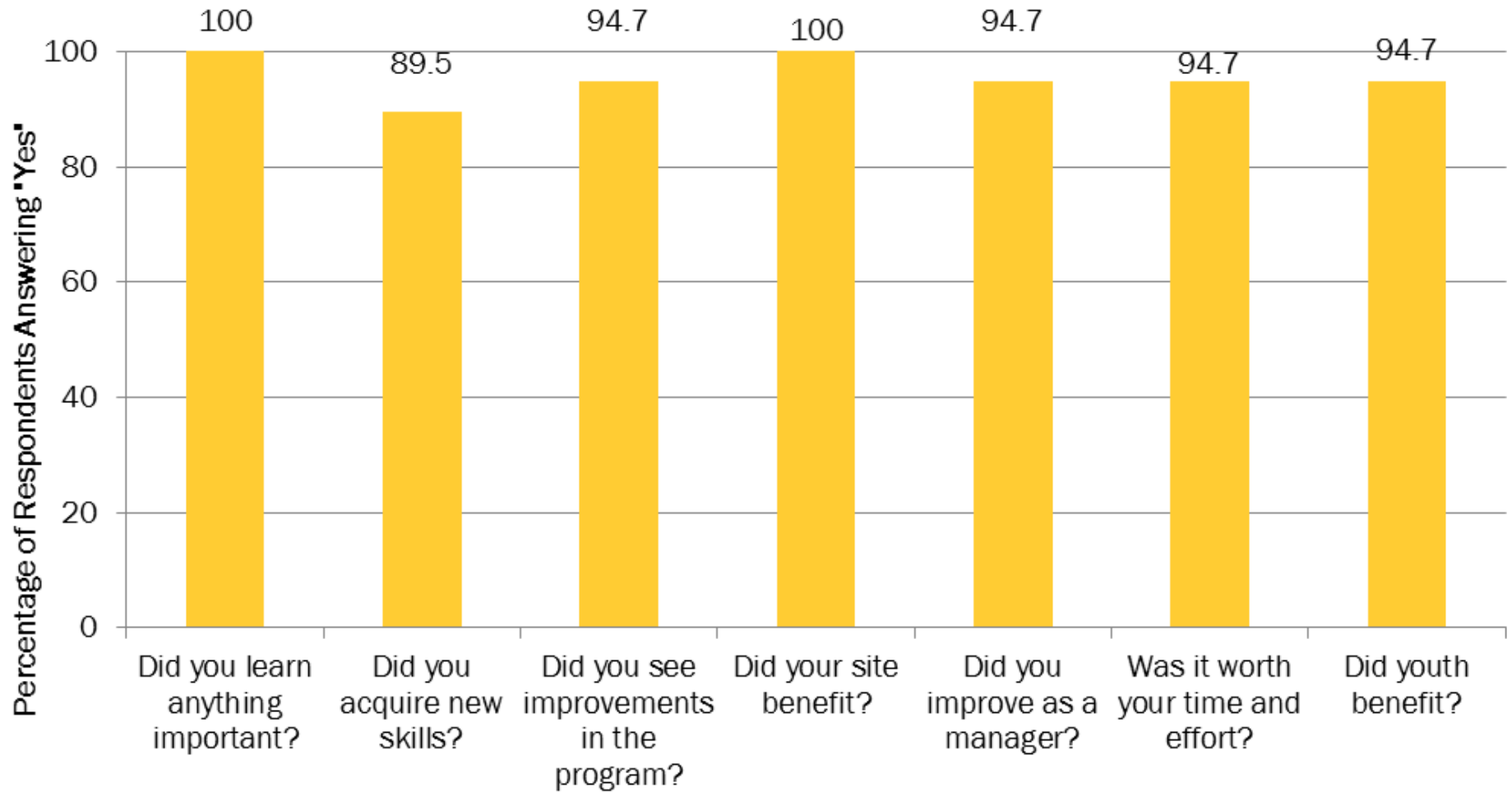
AZ 21CCLC Self Vs. External Assessment



AZ 21CCLC External Assessment vs. National Sample



Manager Overall Satisfaction with YPQI Process



Sentiments shared in “Arizona 21st CCLC YPQA Project YPQI Manager Survey”

“We have good teachers who work hard during the school day. We also have teachers who only work in the 21st century program. The regular school teachers benefitted most from the quality improvement process. Home concepts were presented in a new way, goals re-assessed (not only helping students in reaching academic standards goals) but how to engage students in this venture. The fact that they are good teachers meant they heard the criticisms and rose to the challenge. My supervisor dove right into finding solutions and answers came from sources not previously included in discussions. They were gratified to find their voice not only heard but acted upon.”

Sentiments shared in “Arizona 21st CCLC YPQA Project YPQI Manager Survey”

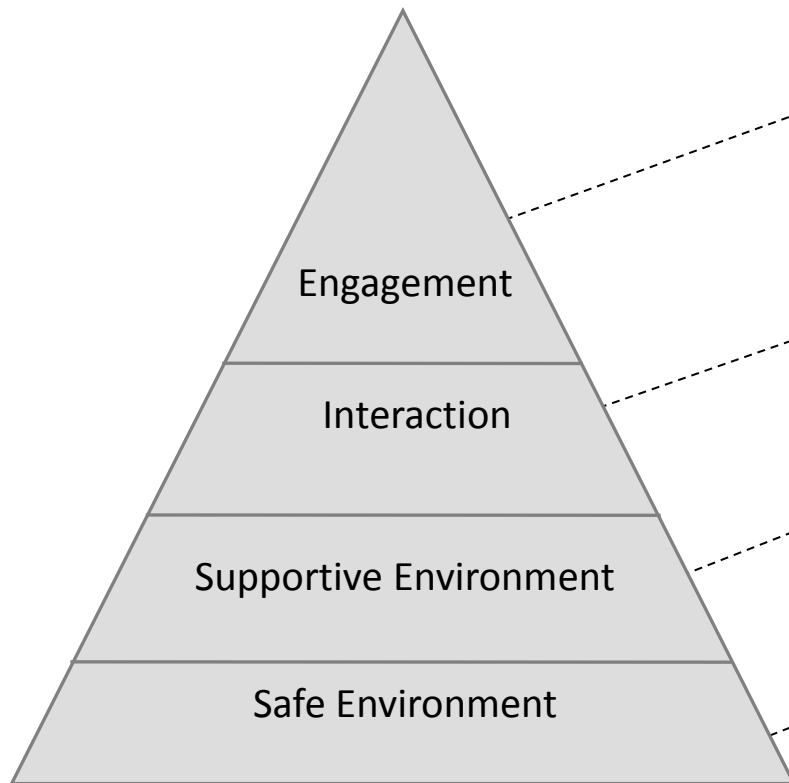
“I have seen changes for the better. We have offered more interesting classes because we have a more dedicated staff. The quality of instruction has improved and the teaching staff now seems to understand the program goals.”

“Our kids have been more motivated to learn.”

“Students felt they had a voice in the program, were motivated to attend daily and their morale was increased because they felt vested and had a sense of ownership.”

“I believe the process was very beneficial for not just after school programs, but all school programs.”

IMPROVE: Methods Workshops



Aligned Youth Work Methods Courses

Voice & Choice (V-C, V-D, III-N) – **59%**
Planning & Reflection (IV-P, IV-R) – **47%**

Building Community (III-L) – **47%**
Cooperative Learning (III-M) – **41%**

Active Learning (II-H) – **47%** Scaffolding for
Success (II-I) – **18%**

Ask-Listen-Encourage (II-J) – **53%** Reframing Conflict
(II-K) – **41%**

Structure and Clear Limits – **29%**

Program Component: Homework Help –
18%



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For more information about the YPQI

- Youth Program Quality Intervention TA brief
- Copies of both version of the instrument – YPQA & SAPQA
- YPQA Youth Handbook
- Visit www.cypq.org



***Thank you for your
commitment to
improving the quality
of services and
programs during the
out of school time
hours for the children
and youth of Arizona.***